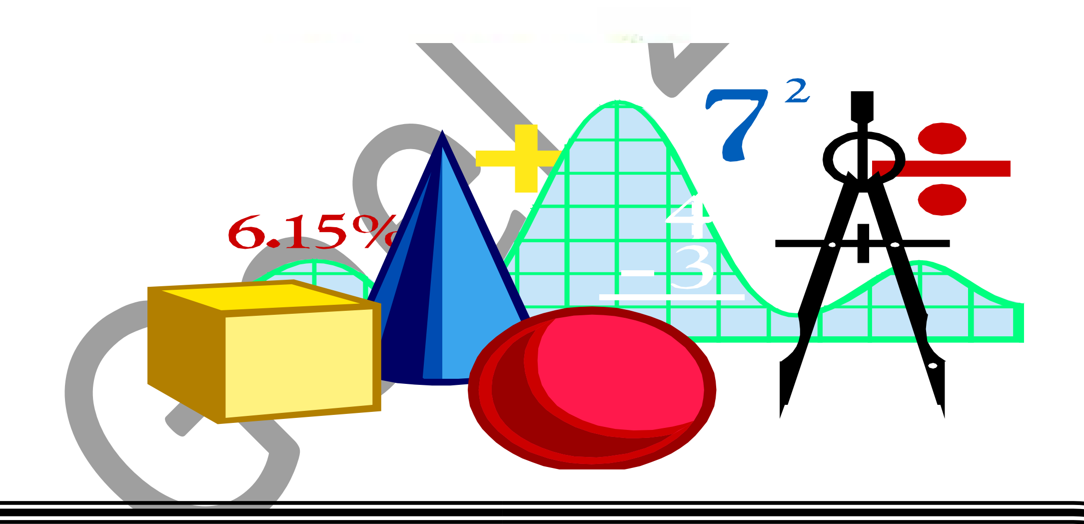


Geel 2000 Language Schools

Math Department

First Term

Primary 4



Name : ------------------------------

Class: ------------------------------

Lesson 1

Find the value of the underline digit:

1-793,345 ....

2- 54,903 ....

3- 589,496 ....

4- 221,344 ....

5- 142,013 ....

6- 856,189 ....

7- 47,091 ....

8- 980,650 ....

9- 725,760 ....

10- 967,120 ....

11- 340,981 ....

12- 90,474 ....

Lesson 2

Choose digits from 0 to 9 to form the number and then answer:

Milliards	Millions			Thousands			Ones		
Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones
7	**6**	**3**	**9**	**8**	**4**	**2**	**1**	**5**	**4**

1) The number is ……………….
2) The value of number in ones is ……………….
3) The value of number in tens is ……………….
4) The value of number in hundreds is ……………….
5) The value of number in thousands is ……………….
6) The value of number in ten thousands is ……………….
7) The value of number in hundred Thousand is ……………….
8) The value of number in millions is ……………….

Write the following numbers in standard form:

(1) 34 millions + 120 thousands + 231 = …………….

(2) 12 millions + 760 thousands + 281 = …………….

(3) 652 millions + 90 thousands = …………….

(4) 923 millions + 12 thousands + 769 = …………….

(5) 80 millions + 316 thousands + 418 = …………….

Complete:

1) 33,000 = …………….thousands.
2) 40,000 = ……………. Tens.
3) 92 thousands = ………………..hundreds.
4) 1200 tens = ………………… thousands.
5) 6,700 = ………….millions.

Lesson 3

Complete the table:

	Standard form	Expanded form	Word form
1	7,640		
2		70,000,000+ 1,000,000+ 100,000+90,000+ 3,000+800+10+3	
3			Seventy four thousands, seven hundreds and eighty one.
4	628,802,527		

Lesson 4

Convert each of the following from composed to decomposed:

1) Composed : 3,929,862,146

Decomposed:...
....
....

2) Composed: 9,321,126,638

Decomposed:...
....
....

3) Composed: 126,982,543

Decomposed:...
....
....

4) Composed: 2,571,294,235

Decomposed:...
....
....

In each of the following write the greatest and the smallest number:

2 , 6 , 8 , 3 , 9 , 1 , 0 , 6

The greatest number: ……………………………….

The smallest number: ……………………………….

1 , 5 , 4 , 4 , 3 , 0 , 9 , 6 , 5

The greatest number: ……………………………….

The smallest number: ……………………………….

9 , 2 , 4 , 5 , 8 , 3 , 0 , 7

The greatest number: ……………………………….

The smallest number: ……………………………….

Complete:

1) 2,945,501,328= ………… milliard, ……….millions …………..Thousands, ……………

2) 6,091,243,394= …………milliard, ……….millions ………….. thousands , ……………

3) 5,637,542,078=………… milliard, ……….millions ………….. thousands , ……………

4) 1,751,202,818=…………milliard, ……….millions ………….. thousands , ……………

5) 8,778,581,009=………… milliard, ……….millions ………….. thousands , ……………

Write the value and the place value of the underline digit:

Number	Value	Place value
493,90<u>8</u>,864		
<u>1</u>,905,173,081		
3,3<u>4</u>6,368,863		
<u>4</u>12,457,137		
335,414,5<u>6</u>4		
9,427,8<u>9</u>2,724		
<u>6</u>1,910,523		

Lesson 5

Circle the symbol to compare the number:

1,231,425,134	>, = ,<	1,321,454,435
67,373,623	>, = ,<	67,373,630
40,243,022	>, = ,<	40,209,514
999,999,999	>, = ,<	1,000,000,000
6,235,648	>, = ,<	6,235,528
132,368	>, = ,<	132,678
2,480,000,009	>, = ,<	2,500,000,000
897,375,102	>, = ,<	897,382,102

Complete using >, <, =

14,340,064		14,790,064
5,132,495,500		Five milliard, three hundred million, seven hundred fifteen thousands, forty three
(7×100,000,000)+ (4×10,000,000)+ (9×10,000)+(7×100) (1×10)		70,000+9,000+600+ 30+6

Lesson 6

- **write each of the following :-**
- Five milliard, six hundred thousand, four
- 561,014
- Five milliard , seven million , six hundred thousand forty
- (4×1,000)+ (4×100,000)+ (6×10)
- 6,400,042

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

Lesson 7

(1)List each of the following in a descending order:

78,090 79,010 78,091 78,909 79,100

…………. ; ………… ; …………. ; ………….. ; ………….

450,321 504,321 321,405 342,150 540,312

…………. ; ………… ; …………. ; ………….. ; ………….

(2)List each of the following in an ascending order:

8,092,561 9,208,111 7,534,786 8,650,336

…………. ; ………… ; …………. ; …………..

1,282,756 3,012,427 988,423 3,105,338

…………. ; ………… ; …………. ; …………..

Lesson 8

Round each of the following to the nearest 1000:

(1) 132,772 ....

(2) 527,041 ....

(3) 140,623 ....

(4) 65,804 ....

(5) 32,320 ....

Round each of the following to the nearest 10,000:

(1) 735,295 ....

(2) 34,642 ....

(3) 752,503 ....

(4) 821,313 ....

(5) 94,994 ....

Round each of the following to the nearest 100,000:

(1) 853,089 ....

(2) 702,402 ....

(3) 493,442 ....

(4) 764,005 ……………………………….

(5) 237,999 ……………………………….

Round to the place value of the underline digit:

(1) 84,999 …………………….
(2) 672,302,596 …………………….
(3) 10,821 …………………….
(4) 850,000 …………………….
(5) 902,831,287 …………………….
(6) 6,432,194,065 …………………….

Unit 2
lesson 1

Use the commutative property to solve each of the following:

5+6+8+4	……………………………….
6+7+3+5	……………………………….
9+5+8+5	……………………………….
3+2+8+5	……………………………….

Choose the correct property :

1) (13 + 7) + 8 = 13 + (7 + 8)

a)additive identity b)commutative c)associative

2) 0 +98 =98

a)additive identity b)commutative c)associative

3) 34 + 6 = 6 + 34

a)additive identity b)commutative c)associative

Lesson 2

Match which mental math strategy would work best four each problem:

Compensate to make a benchmark	Break up and bridge	Add to subtract

(1) 169 + 32 ....

(2) 802 – 789 ....

(3) 64 + 89 ....

(4) 44 – 23 ....

Find the sum:

```
  546
 +215
```

a.351

b.751

c.752

d.761

```
  972
 - 342
```

a. 787

b. 530

c. 630

d. 634

Problem	Mental math strategy chosen	Solution
17+29		
92-11		
101-98		
32+11		
76-68		
83+17		

Lesson 3

Find the result of each of the following using the count-down strategy:

(1) 782
- 351

....

(2) 6,952
- 2,500

....

(3) 27,451
- 4,321

....

Find the result of each of the following using the count-on strategy:

(1)

```
   679
-  237
---------
...........
```

(2)

```
   8,485
-  3,271
---------
..............
```

(3)

```
   19,643
-   8,341
---------
.............
```

Lesson 4

Solve the following problems:

(1)Ahmed had 4,315 pounds, from which he bought a television for 2,125 pounds.
How much money did left with Ahmed?

……………………………………………………………………………

……………………………………………………………………………

(2) Farm with 5,850 chickens. 3,540 were sold in a week. How many chickens did left on the farm?

……………………………………………………………………………

…………………………………………………………………………

(3) a primary school has 2,379 students. 842 of them are girls. How many boys are there in this school?

……………………………………………………………………………

……………………………………………………………………………

Find the missing number:

(1) 24,000 - n = 6,000

Bar model

Solution

(2)b - 12,000 = 43,000

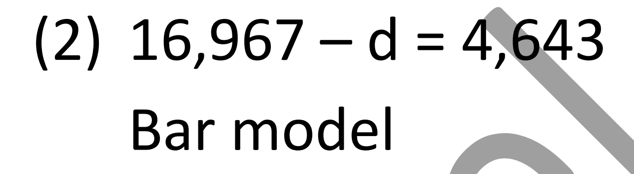
Bar model

Solution

(1) 143,214 + c = 345,679

Bar model

Solution



(2) 16,967 – d = 4,643

Bar model

Solution

Lesson 5

Find the solution for each of the following:

(1) Alexandria has a population of 750,000 people. The population of Ismailia is 620,000 people and the population of suez is 300,000. How much more is the population of Ismailia and suez combined than the population of Alex ?

....

....

(2) The great pyramid had 58,500 visitors on Friday, 43,123 on Monday, and 62,321 on Wednesday. How many visitors are there in these three days?

....

....

Unit 3
lesson 1

Circle the best unit to measure each length

(1) Height of a man.

Kilometer meter centimeter millimeter

(2) Length of the Nile River.

Kilometer meter centimeter millimeter

(3) Distance from Cairo to Alexandria.

Kilometer meter centimeter millimeter

(4) Length of an insect.

Kilometer meter centimeter millimeter

(5) The length of the book.

Kilometer meter centimeter millimeter

Note (1 kilometer = 1000 Meter)

Complete:

	Kilometer	Meter
1	………………	1,000
2	5	…………….
3	15	…………….
4	…………….	3000
5	…………….	95000
6	62	…………….

Song # km – m – dm – cm - mm

Convert the following:

1) 3m 17cm = …………………..cm
2) 8m 31cm = …………………..cm
3) 7km 13m= …………………….m
4) 28km 55m= …………………….cm

(1)If one ant can walked 250 meters in one hour, how many hours will it take to walk 1 kilometer?

……………………………………………………………………….

(2) If the same ant walked 10 hours, how far would it go? Express your answer in kilometers and meters?

……………………………………………………………………….

Lesson 2

Complete:

(1). 4kg = ………………g

(2) 7kg = ………………g

(3) ………….kg= 3,000g

(4) 3kg = ………………..g

(5) ……………..kg= 40,000g

(6) 30kg = …………………g

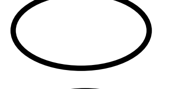
(7) 73 kg = …………………g

(8) 25 kg = …………………g

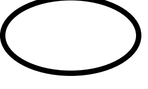
(9) 37 kg = …………………g

(10) 23 kg = ………………..g

Compere. Write (>,<,=)

1) 900 g  9 kg

2) 12000 g ◯ 10 kg

3) 3 kg  3000 g

4) 50 kg ◯ 50,000 g

Lesson 3

Complete:

(1) 4 L = ……………………….mL

(2) 15 L = ……………………….mL

(3) 56 L = ……………………….mL

(4) 13 L = ……………………. mL

(5) 70 L = ……………………..mL

(6) 6 L = ……………………….mL

(7) 4,000 mL = ………………..L

(8) 16,000 ml = ………………L

(9) 5,000 ml = ………………..L

(10) 90,000 ml = …………...L

Note # day =24H **Lesson 4** **Hour =60 min**

Complete:

Hours	minutes
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Days	Hours
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Try by yourself :

Weeks	Days
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Lesson 5

Solve the conversation problems using the ratio table above.

(1) 3 hours 50 minutes = ………………minutes

(2) 7 hours 24 minutes = ………………minutes

(3) 3 days 10 hours = ………………….hours

(4) 1 day 25 hours = …………………...hours

(5) 4 days 30 hours = …………………..hours

Lesson 6

(1) Youmna bought apples with weight 2 kg and 400 g. and oranges weighted 1,920 g. How much did the apples and oranges weight together?

....

....

2) Hanaa is measuring two ant lines. Colony A ant line is 30 cm. and colony B ant line is 500 mm. along .How many cm. long are the two ant lines together?

....

....

Lesson 7

3) Ahmed has a 20 meter long piece of wood. He wants to cut it into 4 equal pieces in length.
   How long each piece be in meters?

....

....

4) Jody travelled 4 days continuously .she travelled 500 m. each day , How many km. did she walk in all ?

....

....

Unit 4
Lesson 1

Find the perimeter of each of the following:

(1)

5 cm

3cm

The perimeter=...

(2)

6 cm

6 cm

The perimeter= ....

(3)

6 cm

2 cm

The perimeter=……………………………………………………

(4)

50 mm

50 mm

35 mm

The perimeter= ……………………………………………………

Lesson 2

Find the area of each of the following:

(1)

2m

4m

The area =..

(2)

9 mm

9 mm

The area =..

(3)

7 cm

2 cm

The area =……………………………………………………………

(4)

5m

5 m

The area =……………………………………………………………

Lesson 3

Find the missing side in each of the following:

(1)

6 mm

Perimeter= 18mm ....

....

(2)

....

Perimeter= 24cm 4 cm

....

(3)

10m

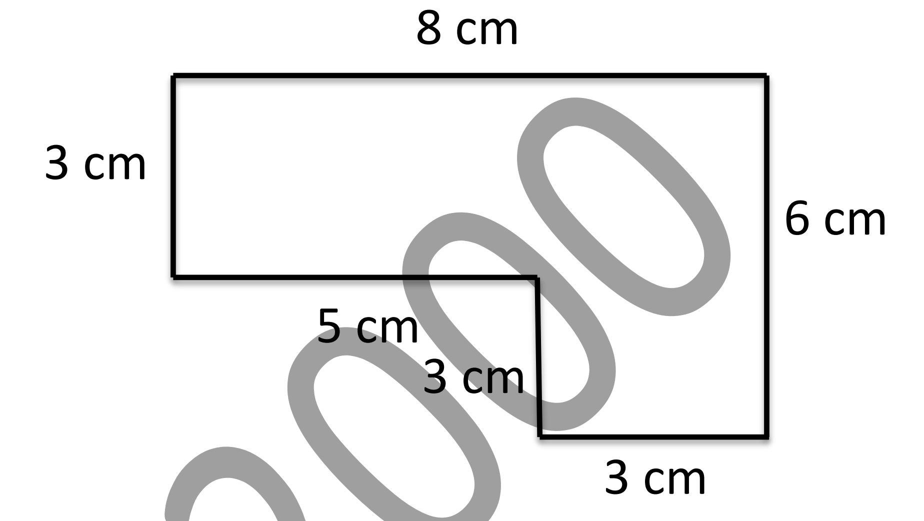
Area =$60m^2$ ....

....

Lesson 4

Find the area and the perimeter of each of the following:

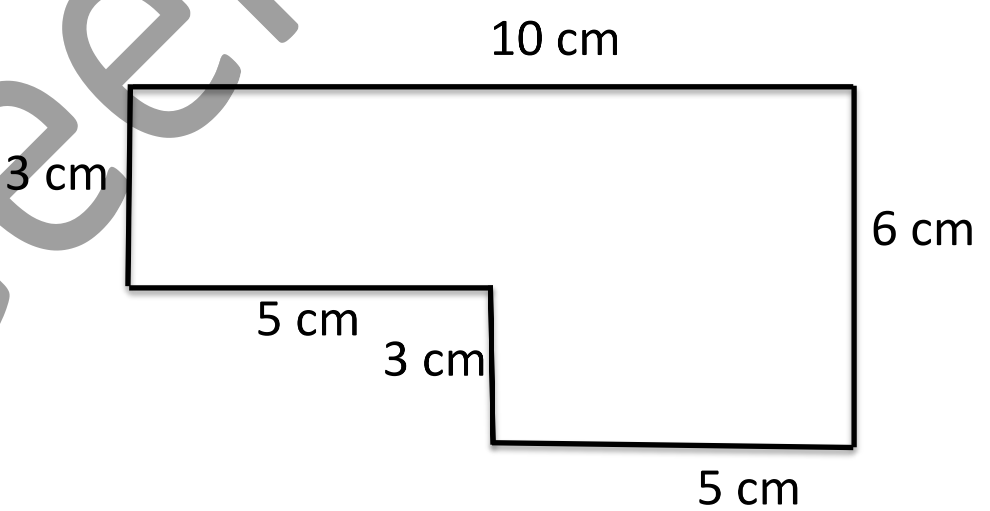
(1)



Perimeter =...

Area =..

(1)

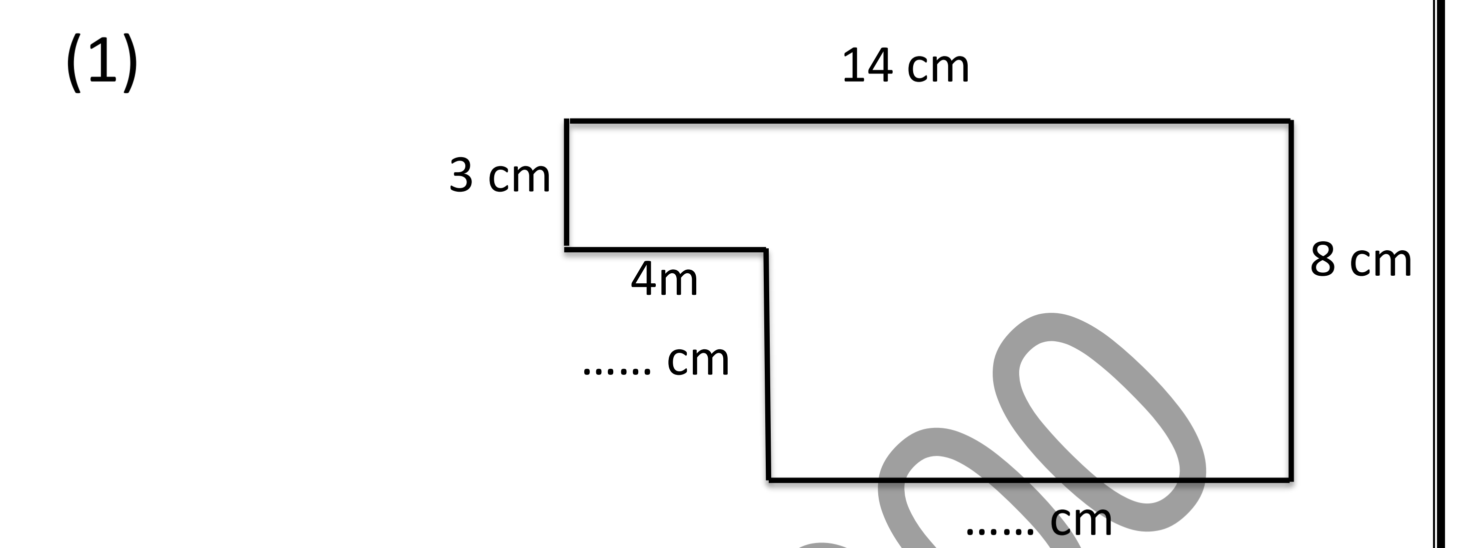


Perimeter=..

Area =..

Calculate the area and the perimeter:

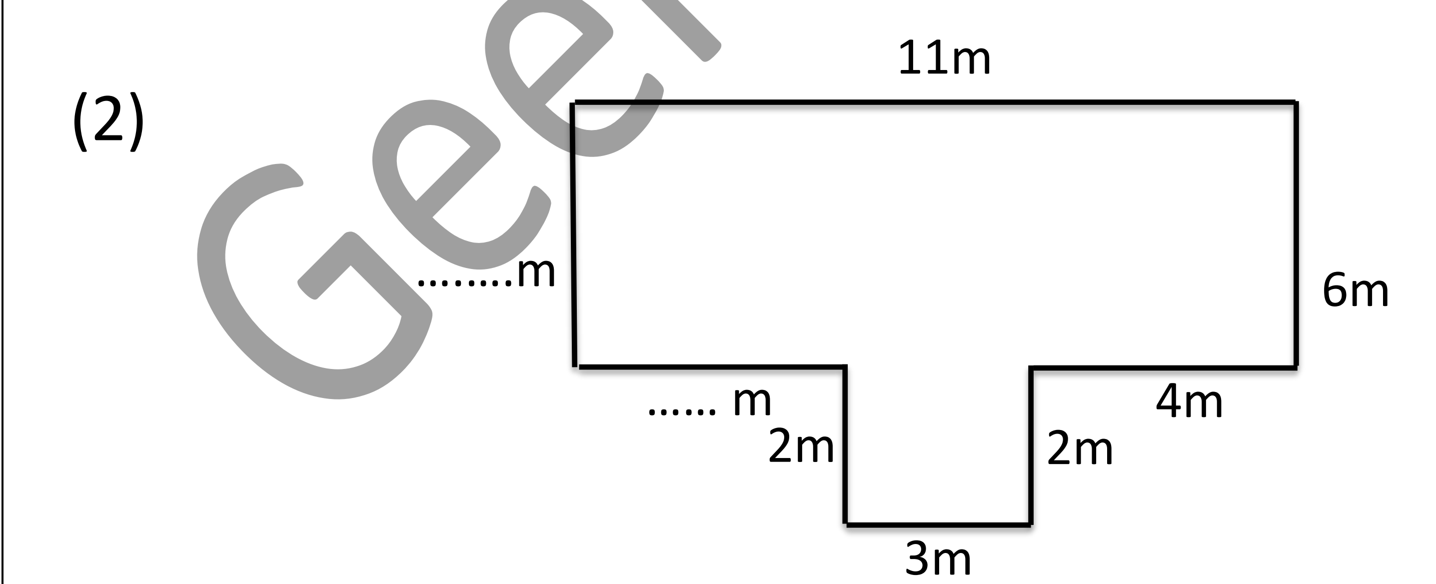
(1)



The perimeter= ....

The area= ....

(2)



The perimeter=...

The area=...

Choose the correct answer:

(1) The perimeter of square of side length is 3 cm =……………………….

a) 9cm b) 12cm c) 15cm

(2) The area of the square= …………………

a) L×L b) 4×L C) L×W

(3) The perimeter of the square= ………………

a) L×L b) 4×L C) L×W

(4) The area of the square of side length is 7 m =………………….

a) 48sqm b) 32sqm C) 49sqm

(5) The perimeter of a rectangle=……………

a) L×L b) 4×L C) L×W

(6) The side length of a square of perimeter is 36cm=…………………

a) 5cm b) 6cm s C) 7cm

(7)the perimeter of a square of side length 8m=……

a) 16m b) 24m C) 32m

Complete:

Unit5
lesson 1

(1) Compare between 10 and 2.
10 is ………………..times 2.

(2) Compare between 18 and 6.
18 is ………………..times 6.

(3) Compare between 20 and 5.
20 is ………………..times 5.

(4) Compare between 14 and 7.
14 is ………………..times 7.

(5) Compare between 64 and 8.
64 is ………………..times 8.

(6) Compare between 16 and 4.
16 is ………………..times 4.

(7) Compare between 27 and 9.
27 is ………………..times 9.

(8) Compare between 40 and 5.
40 is ………………..times 5.

Lesson 2

Rewrite each equation using multiplication:

(1) 3 + 3 + 3 =......×........

(2) 2 + 2 + 2 + 2 + 2 =.......×.........

(3) 5 + 5 + 5 + 5 =.........×........

(4) 6 + 6 + 6 + 6 + 6 =.......×........

(5) 7 + 7 + 7 =....... ×.......

(6) 9 + 9 + 9 + 9 + 9 =........×.......

(7) 8 + 8 + 8 + 8 + 8 =.........×.......

(8) 4 + 4 + 4 + 4 + 4 + 4 =.........×.........

Fill in the plank to complete the multiplicative comparison statement:

(1)

4	4	4	4

...........is............times 4.

(2)

2	2	2

...........is...........times 2.

Lesson 3

Write the equation and the solution for each of the following:

(1) A number is equal to 8 times 4.

Equation :……………………………………………

Solution :………………………………………………

(2) A number is equal to 3 times 5.

Equation :……………………………………………

Solution :………………………………………………

(3) A number is equal to 4 times 6.

Equation :……………………………………………

Solution :………………………………………………

(4) A number is equal to 6 times 7.

Equation :……………………………………………

Solution :………………………………………………

(5) A number is equal to 4 times 2.

Equation :……………………………………………

Solution :………………………………………………

Lesson 4

Complete by using the commutative property:

(1)3 ×20 = ………… × 3

(2)13 × 5 = …………. × 13

(3)23 × 9 = 9 × ………….

(4)7 × 12 = 12 x ………….

Use the commutative property to find the unknown number:

(1) 8 × 11 = 11 × a

Then a = ………………..

(2) 20 × 17 = b × 20

Then b = ………………..

(3) 10 × 11 = c ×10

Then c = ………………..

(4) 19 × 32 = 32 × d

Then d = ………………..

Complete:

(1) 2 × 100 = ...

(2) 6 × 1,000 = ...

(3) .... × 9 = 9,000

(4) .... × 7 = 700

(5) 3 × .... = 3,000

(6) 4 × .... = 400

(7) 1,000 × .... = zero

(8) 1 × ....= 130

(9) 453 × .... = 453

(10) 17 × .... = zero

(11) .... × 0 = zero

(12) 16 × .... = 1,600

(13) 18 × .... = 180

(14) 1,000 × 8 = ...

(15) 1,000 × .... = 5,000

Solve each of the following:

(1) 2 × 3,000 = ………….

(2) 5 × 2,000 = ………….

(3) 4 × 3,000 = …………..

(4) 6 × 100 = …………….

(5) 3 × 600 = …………….

(6) 5 × ………… = 3,000

(7) ……… × 700 = 2,100

(8) 7 × 5,000 = ………….

(9) 6 × 600 = …………..

(10) 900 × ……… = zero

(11) 2 × ………. = 4,000

(12) 4 × ……….. = 1,200

(13) 13 × ……….. = 13,000

(14) 8 × ………… = 800

(15) 300 × 8 = ………..

Lesson 6

Applying the associative property to find:

(1)(2 × 4) × 5 = …….. × ………. = …………

(2)(5 × 2) × 6 = …….. × ………. = …………

(3)(2 × 3) × 8 = …….. × ………. = …………

(4)(2 × 2) × 9 = …….. × ………. = …………

(5)(10 × 3) × 4 = …….. × ………. = …………

(6)(3 × 4) × 2 = …….. × ………. = …………

(7)(2 × 5) × 5 = …….. × ………. = …………

(8)(3 × 3) × 8 = …….. × ………. = …………

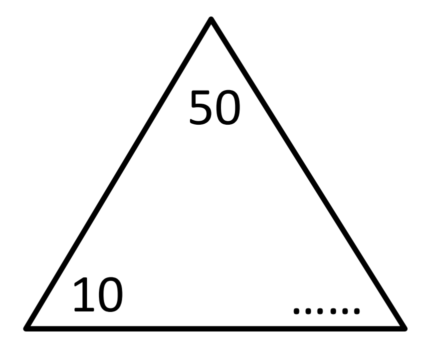
(9)(10 × 4) × 4 = …….. × ………. = …………

(10) (4 × 5) × 6 = …….. × ………. = …………

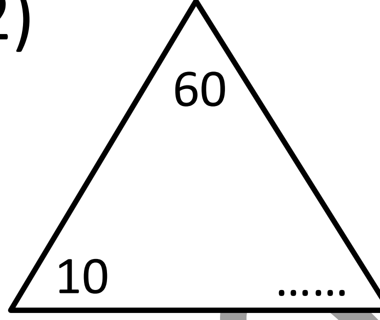
Lesson 7

Find the missing number:

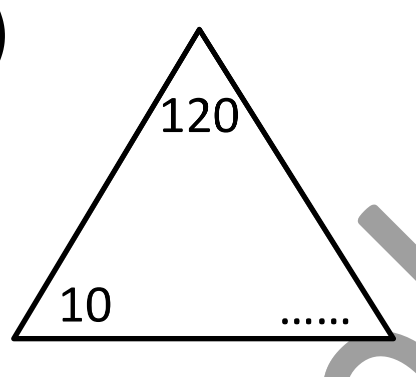
(1)



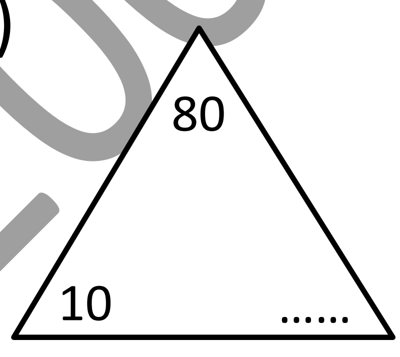
(2)



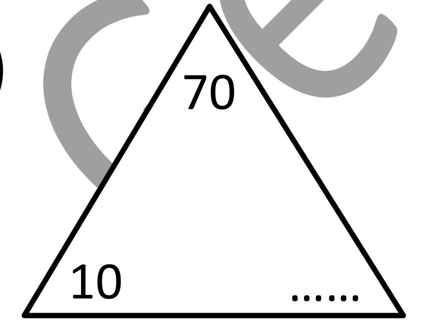
(3)



(4)



(5)



(6)

30

10 ......

Unit 6

Lesson 1

Circle the factors of the following number:

(1) 16 (3 , 4 , 5)

(2) 12 (3 , 5 , 7)

(3) 21 (8 , 9 , 7)

(4) 10 (3 , 4 , 2)

(5) 25 (5 , 7 , 4)

(6) 6 (3 , 4 , 2)

(7) 36 (4 , 6 , 7)

(8) 24 (4 , 9 , 3)

(9) 14 (3 , 2 , 9)

(10) 27 (3 , 9 , 5)

Lesson 2

Complete the following table:

Number	Factors	Prime or composite number
20	....	....
3	....	....
15	....	....
11	....	....
13	....	....
17	....	....
	....	....

Lesson 3

Find the greatest common factor of each of the following numbers:

(1) Factors of the number 15 are: ……………………………………
Factors of the number 25 are: ……………………………………
The common factors are: ………………………………………..
The greatest common factors is: ………………………………

(2) Factors of the number 35 are: ……………………………………
Factors of the number 21 are: ……………………………………
The common factors are: ………………………………………..
The greatest common factors is: ………………………………

(3) Factors of the number 16 are: ……………………………………
Factors of the number 12 are: ……………………………………
The common factors are: ………………………………………..
The greatest common factors is: ………………………………

(4) Factors of the number 30 are: ……………………………………
Factors of the number 50 are: ……………………………………
The common factors are: ………………………………………..
The greatest common factors is: ………………………………

Lesson 4

Color the multiples of 2 with red color.

Color the multiples of 3 with green color.

Color the multiples of 4 with orange color.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Lesson 5

From the previous chart find the multiples of each of the following up to 30:

(1) **The multiples of 4 are: ……………………………………………..**

The multiples of 8 are: ……………………………………….

The common multiples of the two numbers are:

…………………………………………………………

(2) **The multiples of 5 are: ……………………………………………..**

The multiples of 2 are: ……………………………………….

The common multiples of the two numbers are:

……………………………………………………………

(3)**The multiples of 3 are: ……………………………………………..**

The multiples of 4 are: ……………………………………….

The common multiples of the two numbers are: .

. …………………………………………………………

Lesson 6

Complete the following:

(1) If 40=5×8, then ………………. Is a multiple of the two numbers ……………….and ………………. ,then …………and …………….are factors of the number……………….



(2) If 12=3×4, then ………………. Is a multiple of the two numbers ……………….and ………………. ,then …………and …………….are factors of the number……………….

(3) If ……….=………×………, then 30 is a multiple of the two numbers 3 and ………………. ,then 6 and …………….are factors of the number 30

(4) An even number is the multiples of 3,4 and 6 and lies between 20 and 30. Then the number is ……………………….

Unit 7

Lesson 1

Multiply using the area model strategy:

(1) 15×3=…………

(2) 35×5=……….



(3) 4×21=……….

(4) 6×42=……….

=Use the rectangle area model strategy to multiply:

(1) 4×65 =..........

(2) 3×24=.........

(3) 4×52=.........

(4) 6×36=........

Lesson 2

Use the distributive property to solve the following problems:

(1)4×74 =4× (………… + …………)

= (4 × ………)+ (4 × ……….)

= ……………. + …………….

=……………………

(2)5×123 =………. × (………… + ………… + …………)

= (……. × …….)+ (…….. × ……..)+(……..× …….)

= ……………. + …………….+ …………….

=………………………

(3)6×352 =………. × (………… + ………… + …………)

= (……. × …….)+ (…….. × ……..)+(……..× …….)

= ……………. + …………….+ …………….

=………………………

Lesson 3

Use the partial product to multiply:

(1) 7×324=……………

```
             324
          ×    7
(…….×……)      …………
(…….×…….)   + …………
(…….×……)    + …………
              …………
```

(2) 3×144=……………

```
             144
          ×    3
(…….×…….)    …………
(…….×…….)  + …………
(…….×…….)  + …………
              …………
```

(2) 6×535=……………

```
             523
          ×    6
(…….×…….)    …………
(…….×…….)  + …………
(…….×…….)  + …………
              …………
```

Complete the following table:

Problem	Product estimation	Area of rectangle model
321 × 2		……… + ……… + ……. =……..
64 × 6		……. + ……… = …….
437 × 5		………+ ………+……. =……..
157 × 4		……..+………+………=………
261 × 9		………+………+………=………

Lesson 4

Use the standard multiplication algorithm to multiply:

(1) 435×4 = ...

(2) 328×3 = ...

(3). 63×8 = ...

(4) 709×5 = ...

(5) 231

× 6

(6) 643

× 5

(7) 671

× 7

(8) 2,830

× 8

Lesson 5

Complete the following table:

Problem	Dividend	Divisor	Quotient	Remainder
23÷5	…………	………….	…………	…………
15÷2	…………	…………	…………	…………
44÷8	………..	………..	…………	………….
30÷4	…………	………..	…………	………….
27÷6	………..	………..	………..	…………

(2). There are 53 mugs that needs to be boxed and shipped .each box holds five cups.

How many boxes are needed to ship the cups?

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

Lesson 6

Complete the following table:

Equation	Related fact	Quotient
120÷4	....	....
1,500÷3	....	....
4,000÷2	....	....
3,500÷5	....	....
24÷6	....	....
600÷2	....	....
8,000÷8	....	....
2,700÷9	....	....
14,000÷7	....	....

Lesson 7

Find the quotient in each of the following:

(use the area model strategy)

1) 84 ÷ 6 =

6 x …..=……	**6 x …..=……**

…………………………………….

2) 90 ÷ 4 =

4 x …..=……	**4 x …..=…….**

……………………………………….

3) 457 ÷ 3 =

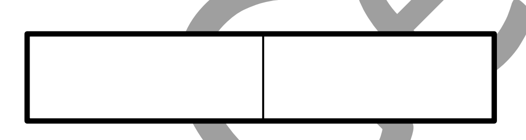


………………………………………………………..

………………………………………………………..

4) 

96 ÷ 5



…………………………………………………

……………………………………………………

5) 919 ÷ 4



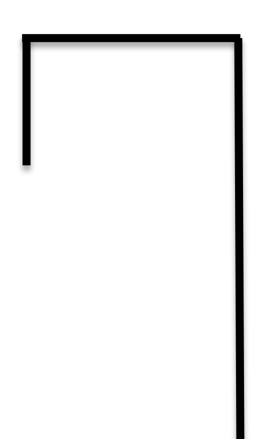
…………………………………………………………

…………………………………………………………

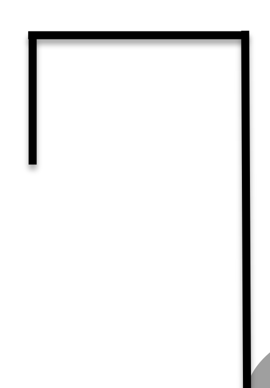
Lesson 8

Use the partial quotient Algorithm to divide:

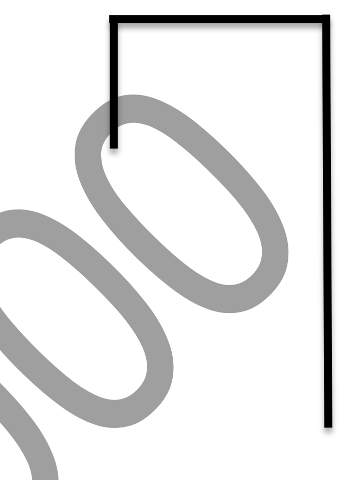
67÷ 4



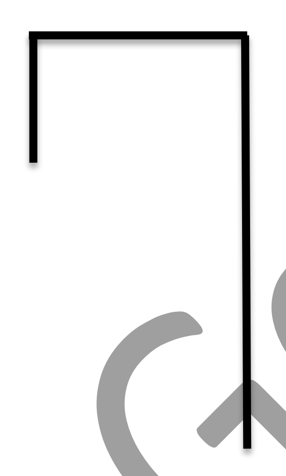
84 ÷ 3



625 ÷ 5



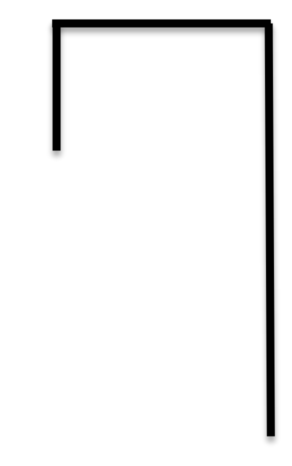
937 ÷ 4



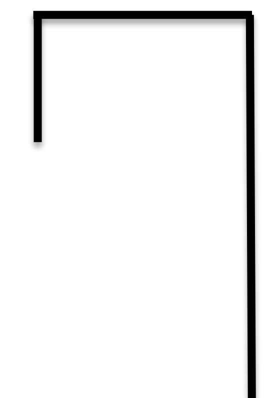
9248 ÷ 4



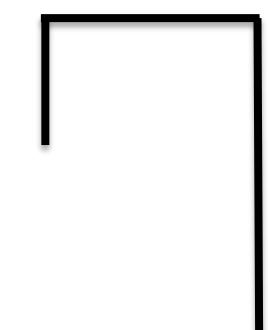
6278 ÷ 3



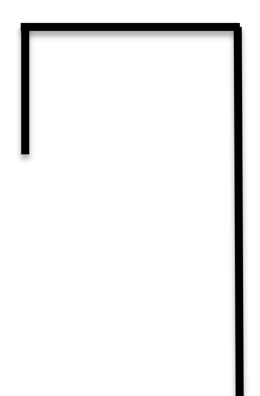
675÷ 5



897 ÷ 4



8215 ÷ 3



Lesson 9 & 10

Divide using the standard division Algorithm:

65 ÷ 5 =	97 ÷ 4 =
456 ÷ 3 =	837 ÷ 6 =
8457 ÷3 =	9807 ÷ 3 =

Lesson 11

Mousa owns 347 small glass balls . kamal owns 4 times as much as mousa . hala has 799 less than kamal how many glass balls does hala have ?

………
………
………
………………………………………………………………

Mai and her mother want to plant a garden and they will buy 35 tomato seedlings , 16 carrot seedlings and 9 beet seedlings they want to put the seedlings in 6 rows . how many seedlings are there in each row ?

………
………
………

Ahmed read 814 pages of story book in one month and his brother read 3 times as many pages as Ahmed in same month how many pages did Ahmed and his brother read all together?

………
………
………
………………………………………………………………

Unit8

Lesson 1

Estimate the solution of each problem and use the appropriate strategy to solve:

1,892 +3,267 =……………………..

Estimation ………………………….

75,612 -56 = ………………………..

Estimation …………………………..

127x 6 =…………………………..

Estimation …………………………..

177x 5 =…………………………..

Estimation …………………………..

Lesson 2

Solve the following problems:

349+199 = ……………….

9,230 – 455 = …………….

18 x 62 = ………………

678 ÷ 6 = ……………

Follow the order of operations to solve the following problems:

12-2+5 = ……………..

5×6×3 =……………….

24÷6÷4 =………………

9×4÷6 =…………………

5×4+3 =………………..

24÷6×4=………………..

32÷8+5 =………………..

16-8÷4 =…………………

Follow the order of operation to solve the problems:

a) 3+4×6

=……………………

=…………………….

b) 48÷4+9

=………………………

=………………………

c) 8×3+6÷2

=……………………….

=……………………….

d) 21÷3-2×3

=……………………….

=……………………….

e) 7+70÷10-2

=……………………….

=……………………….

h) 30÷5+4×7+2×6

=……………………….

=……………………….

1) Ahmed love chocolate. He received 74 bars of chocolate for his birthday. He ate 14 bars of chocolate and wants to give the rest to 6 of his friend. How many bars of chocolate would each friend have if they divided them equally?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

2) Adel walked 14 kilometers every day for two weeks

The following week, Maha walked 56 kilometers.

How many kilometers did she walk during those three weeks?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………